DOCUMENT RESUME

ED 272 985 EA 018 713

TITLE	Long Range Planning: Guidelines and Instructions. Long Range Planning Series.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE	85
NOTE	60p.; For related documents, see EA 018 714-715.
PUB TYPE	Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Compliance (Legal); *Educational Planning; Elementary Secondary Education; *Long Range Planning; Reports; School Districts; *State Programs; State School District Relationship
IDENTIFIERS	*Pennsylvania; *State Regulation

ABSTRACT

Pennsylvania's school districts and area vocational-technical schools are required to submit long range plans to the Pennsylvania Department of Education every 5 years. These plans are intended to direct resources toward improvement of educational programs and services, school management, and student achievement. The planning process is to include needs assessment, development of action plans, implementation planning, and evaluation in five areas: educational programs and services (curriculum and instruction), school management, personnel development, community and staff involvement, and the use of nondistrict resources. This document lists the outcomes desired in each of these five areas, the general processes to be followed to achieve the outcomes, and the specific activities that school districts are required to follow in their long range planning efforts. The major focus of the text is on the specific items of documentation that districts must include in the plans submitted to the department of education. Districts are permitted to add to these required materials as they shape their plans to their own needs. Appendixes list definitions of terms, provide sample reporting formats and other forms, present guidelines for midpoint progress reports and final evaluations, describe the registration of plans, and list reporting requirements. (PGD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272985

LONG RANGE PLANNING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ronald B. Hall
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Long Range Planning: Guidelines and Instructions

EA 018 713

Pennsylvania Department of Education

Long-Range Planning
Guidelines And Instructions

Pennsylvania Department of Education
1985

Commonwealth of Pennsylvania
Dick Thornburgh, Governor

Department of Education
Margaret A. Smith, Secretary

Office of Basic Education
D. Kay Wright, Commissioner

Bureau of Educational Planning and Testing
Donald L. Clark, Director

Division of Educational Planning
Ronald B. Hall, Chief

"The Pennsylvania Department of Education, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, color, religion, national origin, sex, age, ancestry, physical handicap or union membership. This policy of nondiscrimination extends to all other legally protected classifications. Publication of this policy in this document is in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries should be directed to Susan Mitchell, Affirmative Action Officer, 503/504 Coordinator, Education Building, 333 Market Street, Harrisburg, Pennsylvania 17126-0333 (717-787-1953)."

Table of Contents

Page

Planning Guidelines and Requirements

Section 1 - Educational Programs/Services 1
Section 2 - School District Management. 4
Section 3 - Personnel Development 7
Section 4 - Community/Staff Involvement 8
Section 5 - Nondistrict Support Services. 9

Appendices

A - Definition of Terms 10
B - Sample Reporting Format for Selected Items. 13
C - Signature Form and Transmittal Letter 21
D - Mid-Point Progress Report Guidelines. 25
E - Final Evaluation Report Guidelines. 30
F - LRP and Registration. 34
G - Reporting Requirements. 44
. Copies Required. 45
. Technical Assistance Available 45
. Legal Basis for Long-Range Planning. 45

This document is intended to assist the school entity in the development of its Long-Range Plan. Consideration of the needs of all entity students (general education, special education, vocational education) is a requirement.

Mail or deliver two copies of the completed Educational Long Range Plan to the Chief, Division of Educational Planning, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pa. 17126-0333.

LONG-RANGE PLANNING GUIDELINES AND REQUIREMENTS

Each of the following SECTIONS includes the documentation that is to be submitted to the Pennsylvania Department of Education as evidence that the district and its buildings have engaged in Long-Range Planning. Each required documentation is labeled as an ITEM. The written responses to the ITEMS will comprise the required portion of the district's plan. Since this is the district's plan, additional information may be added if the district so desires.

SECTION 1: EDUCATIONAL PROGRAMS/SERVICES (CURRICULUM AND INSTRUCTION)

The desired outcomes of Long-Range Planning in the area of educational programs and services are action plans which describe (1) goal areas in which the school entity and its building staffs want to increase or to maintain student achievement, (2) the changes the school entity and its building staffs plan to make in its programs and services to increase or maintain student growth in the Goals of Quality Education, (3) how the school entity and its building staffs plan to make those changes and (4) how the school entity will determine whether the changes were made and whether the desired student growth resulted.

To develop such action plans, the Department believes school entity staffs should follow a systematic, ongoing planning process that includes: (1) integration of data from previous long-range planning, (2) an assessment of all students' achievement by building and by school entity, (3) a building(s) assessment of student growth in each goal area and the identification of priority goals for future planning, (4) the development of an action plan for each priority goal which describes changes the school entity proposes to make, how the school entity proposes to make those changes and (5) how the school entity will evaluate its improvement activities.

THE FOLLOWING ITEMS REQUIRE A WRITTEN RESPONSE

Needs Assessment

ITEM 1 - List the district's goals adopted by the school board to structure long-range planning in the areas of educational programs and services. Indicate the relationship between the district's goals and the Goals of Quality Education.

ITEM 2 - For each of the planned courses offered by the school entity for all students:

A. Give evidence that each of the Goals of Quality Education and their learning objectives are addressed. (See Form A, Appendix B)

B. Describe the efforts that have been made to coordinate and articulate individual planned courses among staff, across grades, goal areas and buildings, addressing appropriate standards K-12 including postsecondary, adult and apprenticeship programs.

C. Describe the process used to involve staff in maintaining and updating planned courses.

ITEM 3 -

A. List by goal the data and information sources actually used to assess student growth. (Examples of data sources include but are not limited to EQA, Effective Schools Questionnaire, standardized instruments, locally developed instruments, ECIA Chapter I measures, teacher observation, faculty/student/community surveys, IEP progress information, Vocational Education Management Information Systems, reports and needs assessment of supply of and demand for trained workers of local and state businesses and industries.) (See Forms B and C, Appendix B)

B. A required information source for the goals Communications and Mathematics is the school entity's Testing for Essential Learning and Literacy Skills (TELLS) test results.

ITEM 4 - List, by building, the goal areas where student achievement is acceptable or not acceptable. Acceptable means commensurate with the district-approved planned courses expected levels of achievement.

Action Planning

ITEM 5 - List the priority goals for action planning.

A. District-Wide Goals

B. Building Specific Goals

ITEM 6 - Develop and submit for each building, an action plan for district-wide and building-specific priority goals. Action plans include the following:

A. Objectives in terms of student growth and achievement.

B. Major activities to be undertaken to meet the objectives.

C. Schedule of major activities.

D. Title of the person responsible for each activity.

E. Estimated cost of each activity.

F. Evaluation questions to be asked.

G. Evidence to be used to answer evaluation questions.

H. Title of the person responsible for the evaluation.

I. Expected date for the completion of the evaluation. (See Form D, Appendix B)

ITEM 7 - Develop and submit an action plan for delivering vocational education that is based on the supply and demand needs assessment.

SECTION 2: SCHOOL ENTITY MANAGEMENT

The desired outcomes of Long-Range Planning in the area of school management are action plans which describe (1) management goals and conditions to be addressed over the next five years, (2) activities to be taken to address those conditions, (3) how the planned steps will be implemented and (4) how the activities will be evaluated.

Many conditions influence the management of the school entity. These conditions include but are not limited to declining enrollment, changing composition of student body, rapidly increasing costs, limited financial resources, changing personnel requirements, aging facilities, citizens' expectations, local and regional economics and employment.

ITEM 1 - List current management goals adopted by the school board.

ITEM 2 - Needs Assessment

A. Demographics

1. Describe the local and regional trends observed from five-year history of student enrollment, area population, ethnic groups, family income, median income in the district compared to surrounding area, land use changes, home ownership and rentals, new housing, zoning and other conditions in the district and surrounding area.

   Describe the implications for action planning.

B. Student Enrollment

1. Project, through the fifth year of the plan, the student enrollment and student composition (sex and race/ethnic group) for the school entity overall, for each grade and for each building. Projections include the number of students by exceptionality (e.g., limited English proficient (LEP), learning disabled, mentally retarded, gifted). Ungraded programs would be reported by elementary and secondary schools.

2. Describe the implications for action planning.

C. Facilities and Equipment

1. Describe each facility in terms of:

   (1) Age (note dates of renovations and additions).

   (2) Current student enrollment (number and grades).

   (3) Condition.

(4) Number of special education classes.

(Complete Section 2 Form C Facilities and Equipment, Appendix).

2. Describe the plan for repair, replacement and addition of instructional and noninstructional equipment.

3. Describe the implications for action planning that consider both facilities and equipment as well as their relevance to the delivery of desired programs of instruction.

D. Employment

1. Describe the employment patterns of the school entity in terms of:

(1) Staff modification due to changes in the number or composition of students.

(2) Written policy on equal employment opportunity.

(3) Administrative procedures and practices to carry out the employment policy.

(4) The employment goals (complete "Workforce Utilization Analysis" - Appendix A).

2. Describe the implications for action planning.

E. Financial

1. Describe the financial trends for the past five years, ending with the current year, in terms of:

(1) Relationship of revenue to expenditures.

(2) Revenue from local, state and federal sources, including appropriate special education and vocational education funds.

(3) Fund balance - not the result of (1) above.

(4) Real estate and other taxes not collected when due.

(5) Ratio of market value of real estate to assessed value of real estate.

(6) Debt service.

2. Describe the Implications for Action Planning.

F. Vocational Education

1. Describe the school entity's policy outlining the institution's plan for adult education (i.e., G.E.D.) and job placement services for secondary and adult students.

2. Submit the scheduling plan which will permit a student's participation in an area vocational technical school program and enable the student to meet mandated graduation requirements.

3. Describe the implications for action planning.

G. Student-Oriented Policies

1. Describe or include the school entity's policies in terms of:

(1) Attendance
(2) Homework
(3) Discipline

2. Describe the implications for action planning.

ITEM 3 - Implications for Priority Goal Setting

Describe the rationale for setting the priority goals for management using the needs assessment implications 2A-G listed above and any applicable instructional needs assessment data from Section I.

ITEM 4 - List the priority management goals for action planning.

Action Planning

ITEM 5 - Develop and submit action plans for each priority management goal. Action plans include the following:

A. Objectives.

B. Major activities to be undertaken to meet the objectives.

C. Schedule of major activities.

D. Title of person responsible for each activity.

E. Estimated cost of each activity.

F. Evaluation questions to be asked.

G. Evidence to be used to answer evaluation questions.

H. Title of person responsible for the evaluation.

I. Expected date for completion of the evaluation.

SECTION 3: PERSONNEL DEVELOPMENT

The desired outcome of Long-Range Planning in the area of personnel development is an identification of the implications of action plans for school entity personnel development activities. Many of the action plans developed in response to changing conditions and student needs may require personnel development: in-service courses, locally and regionally developed seminars, special meetings or workshops at building or entity levels and the development of handbooks, manuals and guides to help all staff, parents and other community persons to develop knowledge, skills and attitudes needed to implement action plans.

The Department believes that before a school entity submits its action plans to its own board and to the Department, it should review its plans to determine if personnel development needs are addressed adequately. Such a review may identify gaps in the plans, duplication of efforts and ways of relating specific efforts to increase their efforts.

THE FOLLOWING ITEMS REQUIRE A WRITTEN RESPONSE:

ITEM 1 - Describe the continuing education plans for professional staff development, designed cooperatively by administrators and teachers within the school entity, to support the action plans of:

A. Section I Programs and Services.

B. Section II School Entity Management.

C. Indicate by category the personnel to be involved in each of the above and the dates of implementation.

ITEM 2 - Describe or include the school entity's year-long professional staff induction program for:

A. New teachers hired commencing with the 1987-88 school year.

NOTE: School entities with plans due September 1986 may choose to submit item 2(A) as addendum to the LRP together with the Mid-Point Progress Report in September 1988.

ITEM 3 - Describe the school entity's professional supervision and evaluation system.

SECTION 4: COMMUNITY/STAFF INVOLVEMENT

The desired outcome of Long-Range Planning in the area of community/staff involvement is a plan for continuing community/staff involvement. Community/ Staff involvement is an organized way to provide all persons with an interest in education an opportunity to become partners in improving their schools. It is based on the recognition that any improvement efforts, to be successful, must have the ongoing support of staff, parents and community.

IT IS ASSUMED THAT THE DISTRICT HAS RECORDS OF ALL LRP COMMUNITY ANNOUNCEMENTS, MEETINGS AND PARTICIPANTS ON FILE AND AVAILABLE UPON REQUEST.

THE FOLLOWING ITEMS REQUIRE A WRITTEN RESPONSE:

ITEM 1 - Describe specifically how the community, staff, students and others, have been identified, invited and selected for involvement at both the district and building levels. This should be based upon previous experiences with community involvement.

ITEM 2 - Describe what actions were taken to assure that all interested persons had an equal opportunity to see and comment on the total plan before the board approved it.

ITEM 3 - Summarize the district and building plans for continuing community/ staff involvement. Activities include but are not limited to ongoing community/staff advisory groups for implementation and evaluation phases, community education programs, use of community volunteers and community-school dialogue programs.

SECTION 5: NONDISTRICT SUPPORT SERVICES

The desired outcome of Long-Range Planning in the area of nondistrict support services is an identification of services which may be found outside the district and which are needed for successful implementation and/or evaluation of the action plans. Accomplishing objectives depends in part on being able to supply the needed resources at the appropriate time. The increasingly complex problems to be resolved have increased the need to look outside the district for specialized assistance.

It is important to document technical assistance received during the needs assessment and action planning phases and to identify assistance needs for the implementation and evaluation phases of any school improvement effort. A systematic analysis of those needs facilitates the appropriateness, effectiveness and coordination of assistance.

THE FOLLOWING ITEMS REQUIRE A WRITTEN RESPONSE:

ITEM 1 - A. List any nondistrict resources (persons, agencies or partnership) that you have called upon for assistance during the needs assessment and planning phases of your long-range planning effort. (Resources include but are not limited to partnerships with colleges/universities, PDE, businesses/industries and others.

B. Describe, specifically, the types of assistance and services (e.g., data processing, information, in-service training, help to design and conduct needs assessment) you actually received.

ITEM 2 - A. List any anticipated nondistrict resources (persons, agencies or partnerships) that will be needed during implementation and evaluation of action plans.

B. Describe the types of assistance or services considered for each resource listed (e.g., data processing, information, in-service training, help to develop proposals, advice).

ITEM 3 - A. List and Describe the school entity's Partnerships in Education (businesses, colleges, human service agencies and volunteer groups).

B. Describe any role of the Educational Partnerships which are supportive of the priority goals selected in this Long-Range Plan.

APPENDIX A

DEFINITION OF TERMS

Action Plan - A set of specific statements of what will be done, when it will occur, who is responsible for implementation, what costs are expected and how it will be judged to determine accomplishment.

Building-Level Action Plan - Specific actions proposed to be implemented at a specific building (school) to meet needs identified for that building (school).

Building-Specific Priority Goal - A goal for which only a given building or (group of) buildings will develop action plans.

District-Wide Action Plan - Specific actions proposed to be implemented district-wide or in groups of buildings within a district (e.g., all elementary schools).

District-Wide Priority Goal - A goal for which all buildings in the district will develop action plans.

Educational Programs/Services - Organized activities (curriculum and instruction) provided for students to help them reach educational goals.

Final Evaluation Report - A report prepared by the school entity which includes a description of the data collected, the procedures used to collect and analyze the data and a statement of outcome for each priority goal. (See Appendix E)

Goals of Quality Education - Broad goals identified by the State Board of Education as desirable outcomes of instruction in the areas of Communication Skills, Mathematics, Science and Technology, Citizenship, Arts and the Humanities, Analytical Thinking, Family Living, Work, Health, the Environment, Self-Esteem and Understanding Others.

Learning Objectives - Knowledge, skills, attitudes and behaviors that have been identified as appropriate outcomes of a planned course designed to help attain each of the Goals of Quality Education.

Long-Range Plan (LRP) - A plan, based on the Goals of Quality Education and educational quality assessment, for directing resources toward the improvement of educational programs and services, school management and student achievement. The LRP planning process includes needs assessment, development of action plans, implementation planning and evaluation in the following areas: educational programs and services (curriculum and instruction), school management, personnel development, community and staff involvement, use of nondistrict resources.

Management Goals - Statements of school entity expectations for organization, policy and resources.

Mid-Point Progress Report - A district-prepared report which describes the progress made on each action plan proposed in the Long-Range Plan. (See Appendix D)

Planned Course - Instruction offered by a school entity and delivered to the students enrolled that is based on a written plan which consists of at least all of the following:

(i) A list of objectives expected to be achieved by students.

(ii) Content and instructional time needed to reach learning objectives typically consisting of 120 clock hours of instruction, or a fraction thereof. Fractional planned courses when offered should be in blocks of no less than 30 clock hours.

(iii) Expected levels of achievement.

(IV) Procedures for evaluation.

TELLS - The Testing for Essential Learning and Literacy Skills (TELLS) program is designed to identify student competencies in the basic skill areas of reading and mathematics. (Section 3.4, Chapter 3: Student Testing of the Regulations of the State Board of Education)

APPENDIX B

SAMPLE REPORTING FORMATS FOR SELECTED ITEMS

SECTION I – SAMPLE FORMAT

ITEM 2A. FORM A

GOALS OF QUALITY EDUCATION AND LEARNING OBJECTIVES BY PLANNED COURSES

GOALS & OBJECTIVES / PLANNED COURSES BY LEVEL	COMMUNICATION SKILLS						MATH					SCIENCE & TECHNOLOGY						CITIZENSHIP					ARTS & HUMANITIES						ANALYTICAL THINKING				FAMILY LIVING					WORK						HEALTH						ENVIRONMENT						SELF-ESTEEM						UNDERSTANDING OTHERS					
	COMPREHENSION OF ORAL, WRITTEN, & NONVERBAL COMMUNICATION	COMPOSITION OF ORAL & WRITTEN COMMUNICATION	INTERPRETATION OF & FACILITY WITH LANGUAGE PATTERNS	COMPREHENSION & APPRECIATION OF LITERATURE & ARTS	USE OF INFORMATION SOURCES & RESEARCH TECHNIQUES		KNOWLEDGE OF NUMERATION & COMPUTATION	KNOWLEDGE OF GEOMETRY & MEASUREMENT	KNOWLEDGE OF COMPUTER LITERACY & DATA MANAGEMENT	DEVELOPMENT OF REASONING, PROBLEM SOLVING, & CREATIVITY	KNOWLEDGE OF MATHEMATICAL LIFE SKILLS & APPLICATIONS	KNOWLEDGE OF BASIC SCIENTIFIC CONCEPTS & PROCESSES	UNDERSTANDING OF TECHNOLOGICAL APPLICATIONS & SCIENTIFIC PRINCIPLES	APPRECIATION OF INTERACTION OF SCIENCE, TECHNOLOGY, & SOCIETY	OPPORTUNITY FOR INQUIRY & HANDS-ON ACTIVITY IN SCIENCE & TECHNOLOGY	UNDERSTANDING & USE OF SCIENTIFIC METHODOLOGY	KNOWLEDGE OF HISTORIES: LOCAL, STATE, NATIONAL & GLOBAL	UNDERSTANDING OF SYSTEMS OF GOVERNMENT & LAW	UNDERSTANDING OF SYSTEMS OF ECONOMICS	KNOWLEDGE OF INDIVIDUAL RIGHTS & RESPONSIBILITIES	KNOWLEDGE OF THE PARTICIPATORY NATURE OF THE DEMOCRATIC SYSTEM	COMPREHENSION OF PRINCIPLES & CONCEPTS IN ART, MUSIC, CRAFTS MANSHIP, OTHER DISCRETE ARTS, & THE HUMANITIES	UNDERSTANDING OF THE INFLUENCE OF LITERATURE, PHILOSOPHY, & TRADITION IN SHAPING OUR HERITAGE	DEVELOPMENT OF ANALYTIC & PERFORMING SKILLS IN THE ARTS & THE HUMANITIES	APPLICATION OF OBJECTIVE & AESTHETIC CRITERIA TO DECISION MAKING	PARTICIPATION IN INTELLECTUAL & CREATIVE EXPERIENCES IN THE ARTS & HUMANITIES	DEVELOPMENT OF INFORMATION MANAGEMENT SKILLS	DEVELOPMENT OF LOGICAL THINKING SKILLS	DEVELOPMENT OF PROBLEM SOLVING SKILLS	DEVELOPMENT OF DECISION MAKING SKILLS	DEVELOPMENT OF PERSONAL & FAMILY RELATIONSHIPS	SELECTION, MANAGEMENT, & MAINTENANCE OF PERSONAL & FAMILY RESOURCES	UNDERSTANDING OF ECONOMICS OF FAMILY LIFE	DEVELOPMENT OF CONSUMER SKILLS	DEVELOPMENT OF CAREER AWARENESS	DEVELOPMENT OF PERSONAL CAREER PLANNING SKILLS	DEVELOPMENT OF JOB SEEKING, JOB GETTING, & JOB KEEPING SKILLS	DEVELOPMENT OF ENTRY LEVEL OCCUPATIONAL SKILLS	DEVELOPMENT OF AN AWARENESS OF THE DIGNITY OF WORK	DEVELOPMENT OF CURRENT LABOR MARKET SKILLS TO FOSTER ECONOMIC DEVELOPMENT	DEVELOPMENT OF PERSONAL & PHYSICAL HEALTH	KNOWLEDGE OF COMMUNITY HEALTH, DISEASE PREVENTION & CONTROL	KNOWLEDGE OF HUMAN GROWTH, DEVELOPMENT, & GOOD NUTRITION	AWARENESS OF THE DANGERS OF TOBACCO, ALCOHOL, & OTHER DRUGS	KNOWLEDGE OF SAFETY & FIRST AID SKILLS	DEVELOPMENT OF FAMILY & CONSUMER HEALTH	KNOWLEDGE OF NATURAL & HUMAN RESOURCES	UNDERSTANDING OF GEOGRAPHIC ENVIRONMENTS: LOCAL, REGIONAL, GLOBAL	KNOWLEDGE OF INTERRELATIONSHIPS & INTERDEPENDENCE OF NATURAL & HUMAN SYSTEMS	DEVELOPMENT OF PERSONAL ENVIRONMENTAL ATTITUDES & VALUES	DEVELOPMENT OF ENVIRONMENTAL PROBLEM SOLVING & MANAGEMENT SKILLS	KNOWLEDGE OF & APPROPRIATE USES OF ENERGY	UNDERSTANDING OF PERSONAL STRENGTHS & LIMITATIONS	RECOGNITION OF ONE'S PERSONAL ABILITIES, INTERESTS & ACCOMPLISHMENTS	AWARENESS OF ONE'S PERSONAL BELIEFS AND OPINIONS	DEVELOPMENT OF SELF-CONFIDENCE	DEVELOPMENT OF PERSONAL ADAPTABILITY TO CHANGE	KNOWLEDGE OF CULTURAL SIMILARITY & DIVERSITY	KNOWLEDGE OF INDIVIDUAL SIMILARITY & DIVERSITY	DEVELOPMENT OF INTERPERSONAL RELATIONSHIP SKILLS	UNDERSTANDING OF HUMAN INTERDEPENDENCE	KNOWLEDGE OF ROLES & CONTRIBUTIONS OF RACIAL & ETHNIC GROUPS AND WOMEN
ELEMENTARY:					

SECTION I – SAMPLE FORMAT

DATA SOURCES USED TO ASSESS STUDENT GROWTH

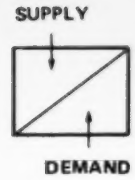
ITEM 3. FORM B

Grades	COMMUNICATION SKILLS	MATHEMATICS	SCIENCE AND TECHNOLOGY	CITIZENSHIP	ARTS AND HUMANITIES	ANALYTICAL THINKING	FAMILY LIVING	WORK	HEALTH	ENVIRONMENT	SELF-ESTEEM	UNDERSTANDING OTHERS
K												
1												
2												
3	TELLS	TELLS										
4												
5	TELLS	TELLS										
6												
7												
8	TELLS	TELLS										
9												
10												
11												
12												

SECTION I – SAMPLE FORMAT

ITEM 3. FORM C

VOCATIONAL SUPPLY AND DEMAND



Grades	MACHINIST	CARPENTER	COSMETOLOGIST	COOK	PLUMBER								
9													
10													
11													
12													
13													
14													
SHORT-TERM PROGRAMS													

Section 1—Sample Format
Item 6. Form D

SUGGESTED EXAMPLE: LRP ACTION PLAN FORMAT
DISTRICT-WIDE GOALS AND BUILDING SPECIFIC GOALS

Priority Goal _____ Date _____

School District _____ Building _____

Objectives	Major Activities To Be Completed	Completion Dates	Person Responsible (Name and Position)	Estimated Cost

LRP ACTION PLAN FORMAT (Evaluation, Continued)

Evaluation Questions To Be Asked	Evidence To Be Used To Answer Evaluation Questions	Person Responsible For Evaluation	Completion Date For Evaluation

SECTION 2

B. STUDENT ENROLLMENT

– Use a chart to show a five-year projection of student enrollment (i.e., membership) by grade level. Additional narrative may be attached.

Grades / Years	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	ATTENDING AVTS
Year 1 19__ 19__															
Year 2 19__ 19__															
Etc.															

– Use a chart to project student enrollment (i.e., membership) by sex race/ethnic group for each existing building for the current year and fifth (5th) year of the plan.

BUILDINGS	GRADES HOUSED	MALE	FEMALE	CURRENT YEAR 19__ 19__						FIFTH YEAR OF PLAN 19__ 19__					
				AI	AP	BL	HI	WH	TOTAL	AI	AP	BL	HI	WH	TOTAL

AI–AMERICAN INDIAN or ALASKAN NATIVE AP–ASIAN or PACIFIC ISLANDER BL–BLACK HI–HISPANIC WH–WHITE not of Hispanic Origin

– Use a narrative for implications.

SECTION 2 – SAMPLE FORMAT

C. FACILITIES AND EQUIPMENT

– Use a chart for district facilities. Additional narrative may be attached.

FACILITY NAME	GENERAL			CURRENT USE		PROPOSED USE				REASONS FOR PROPOSED USE (RE: DECLINING ENROLLMENT, LABOR AND INDUSTRY CITATIONS, AGE AND CONDITION, LOCATION, ETC.)
	YEAR BUILT	YEAR(S) OF RENOVATION/ADDITION	CONDITION	GRADES HOUSED	ENROLLMENT	CONTINUED USE	CLOSE	CONVERT TO (USE ADM, K-4, 7-9, 8-9, ETC.)	YEAR OF CLOSING/CONVERSION	

Interpretation and assistance is available from: Division of Physical Plant and Construction
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Telephone: (717) 787-5480

– Use a narrative for implications.

SECTION 2 – SAMPLE FORMAT (Continued)

D. 1. EMPLOYMENT

– Use a chart for employment goals (workforce utilization analysis).

WORKFORCE UTILIZATION ANALYSIS											
JOB GROUP* (a)	TOTAL NUMBER EMPLOYED (b)	# MINORITY EMPLOYED (c)	% MINORITY EMPLOYED (d)	PERCENT MINORITIES AVAILABLE WITH REQUISITE SKILLS IN THE RELEVANT LABOR MARKET† (e)	% DISCREPANCY BETWEEN MINORITIES EMPLOYED AND MINORITIES AVAILABLE (f)	# (EMPLOYMENT GOAL) (g)	# WOMEN EMPLOYED (h)	% WOMEN EMPLOYED (i)	PERCENT WOMEN AVAILABLE WITH REQUISITE SKILLS IN THE RELEVANT LABOR MARKET†† (j)	% DISCREPANCY BETWEEN WOMEN EMPLOYED AND WOMEN AVAILABLE (k)	# (EMPLOYMENT GOAL) (l)
1. Administrative Staff											
2. Professional Staff											
3. Support Staff											

* Job Group (a) 1 Administrative Staff = Superintendent, Assistant Superintendent, Principal, Assistant Principal, etc.
2 Professional Staff = Teachers, Nurses, Counselors, Librarians, etc.
3 Support Staff = Clerical, Custodial, Cafeteria Workers, etc.

†Percent minorities available in relevant labor market (e)

††Percent women available in relevant labor market (j)

Type of data: (1) Administrative Staff (National Statistics)
(2) Professional Staff (State Statistics)
(3) Support Staff (Local Statistics)

Source of data: Division of School Equity
Ref: Work Force Utilization
333 Market Street
Harrisburg, PA 17126-0333
Telephone: AC 717-787-3048

– Use a narrative to describe the implications of this data.

APPENDIX C

SIGNATURE FORM AND TRANSMITTAL LETTER

SIGNATURE FORM

Date Submitted to PDE: _____

School District _____

_____

_____ Zip Code _____

County _____ Intermediate Unit _____

Chief School Administrator _____

Telephone ( )_____

Contact Person (if different than chief school administrator)

_____

Telephone ( )_____

We affirm that this Plan has been developed in accordance with the LRP guidelines, that the contents are true and correct and that the community and staff have been given ample opportunity to review and comment on the Plan prior to the meeting at which the school board approves the Plan.

_____

Signature — Date Signed
School Board Secretary

_____

Signature — Date Signed
School Board President

_____

Signature — Date Signed
Chief School Administrator

Mail or deliver two copies of the completed Educational Long Range Plan to the Chief, Division of Educational Planning, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pa. 17126-0333.

Date _____

SUBJECT: Transmittal Form
Enclosed Long-Range Plan

TO: Bureau of Educational Planning & Testing
Division of Educational Planning

FROM: _____
Signature
PDE Field Representative

I have reviewed the attached Long-Range Plan prepared by _____ (School District) and find that it is complete as indicated below:

Yes	No		Yes	No	
		SECTION 1			SECTION 2 (cont.)
___	___	ITEM 1	___	___	ITEM 3
___	___	ITEM 2	___	___	ITEM 4
___	___	ITEM 3	___	___	ITEM 5
___	___	ITEM 4			SECTION 3
___	___	ITEM 5	___	___	ITEM 1
___	___	ITEM 6	___	___	ITEM 2
___	___	ITEM 7	___	___	ITEM 3
		SECTION 2			SECTION 4
___	___	ITEM 1	___	___	ITEM 1
		ITEM 2	___	___	ITEM 2
___	___	2A	___	___	ITEM 3
___	___	2B			SECTION 5
___	___	2C	___	___	ITEM 1
___	___	2D	___	___	ITEM 2
___	___	2E	___	___	ITEM 3
___	___	2F			
___	___	2G			

SUBJECT: School Building Names

TO: Bureau of Educational Planning & Testing
Division of Educational Planning

FROM: _____
Signature
PDE Field Representative

Please complete the following by listing the names of the school buildings in your district in order to obtain the building certificates. (Please print or type)

Building Names;

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

APPENDIX D

MID-POINT PROGRESS REPORT GUIDELINES

EDUCATIONAL LONG-RANGE PLANNING
MID-POINT PROGRESS REPORT GUIDELINES

A Mid-Point Progress Report should be submitted to the Department of Education after substantial progress has been made in the district's implementation of its Long-Range Plan. The report should be approximately five pages in length and should contain the information outlined below. The completed report should be given to the district's PDE long-range planning field representative, who will forward it to the appropriate regional director for Long-Range Planning.

A. Major District Wide Activities and Outcomes (LRP Sections 1-5)

Describe (list), by LRP section, each of the major activities which are completed or in progress. Provide a brief evaluation of the outcomes of the activity to date. Use appropriate supporting data where possible.

B. Individual Building-Level Activities and Outcomes

By building, list each priority goal and provide a brief impact statement for each goals' implementation progress.

C. District-Wide Needs, Constraints, Required Assistance

Describe any district-wide LRP-related needs revealed by your ongoing evaluation. Include constraints, technical assistance required and any additional related concerns.

OPTIONAL

Updating the Educational Long Range Plan

Describe any substantial changes in the LRP that are anticipated by the school district as revealed by an analysis of the activities and evaluation included in this report.

NOTE: Substantial LRP changes (for example: addition or change in goal priorities; major educational program changes; school building closings; renovation or construction; major enrollment changes; grade reorganizations; staff reorganizations) should receive school board approval before submission to the Bureau of Educational Planning and Testing via the long-range planning field representative.

An abbreviated example of an LRP Progress Report is attached and represents one reporting method. School districts may select their own format and reporting style. Questions concerning the report may be directed to the PDE long-range planning field representative or regional director.

(OPTIONAL EXAMPLE)

EDUCATIONAL LONG-RANGE PLANNING MID-POINT PROGRESS REPORT

School District _____ Submitted by _____
(typed name)

Address _____ Signature _____
(Superintendent or LRP Coordinator)

_____ Date _____

Phone _____ Field Rep. _____

A. MAJOR DISTRICT-WIDE ACTIVITIES AND OUTCOMES (LRP, SECTIONS 1-5)

Activities Completed or in Progress:

Section 1: Programs and Services

Priority Goals	Outcomes
1. Communications	Mean scores of commercial tests (SAT, CAT), TELLS and EQA show a slight increase in the elementary program. Secondary scores have increased within EQA predicted band. Faculty survey indicates overall improvement in student writing skills at all levels.
2. Mathematics	The intent to complete a K-12 mathematics continuum . . .

Section 2: School District Management

1. Direct supervisory and curriculum development efforts toward improving curriculum and instruction in each priority goal area.	Act 80 days were used for inservice of staff on district-wide priority goals. Our IHE partner (Everyone University) provided assistance according to the needs identified by staff. Meeting dates were . . .

Section 3: Personnel Development

1. Examine staff inservice needs according to the priority goals and establish inservice courses.	The inservice needs assessment was completed. Inservice courses district-wide and on a credit basis have been provided for the goal areas of communication, mathematics, self-esteem and instructional skills.

Section 4: Community/Staff Involvement

1. Continue community involvement in the Long Range Planning Process.	Parent advisory council meetings have been continued and directed toward continuing dialogue about priority goals and educational improvement. A policy committee has been established to review and advise on use of cable television instructional programs during the school day. Curriculum committees of teachers, parents and students have been formed as part of the work on the goal of self-esteem. They continue to serve in an advisory capacity.

Section 5: Nondistrict Support Services

Nondistrict resources required during the implementation phase of LRP have been concerned primarily with programs and services (curriculum and instruction). Additional resources were used for help with management activities regarding the energy plan and school inservice scheduling and with the community involvement efforts.

IHE Consultant - Communications goal, four meetings Re: PCRP
IU Advisor - assisted with inservice needs survey
PDE Field Rep - advised on committee composition
CB Energy Associates - advised on energy plan

B. Individual Building Level Activities and Outcomes

Priority Goals	Outcomes
Clearview Elementary	
Communications, Mathematics, Health, classroom management.	All curriculum development activities are progressing on schedule. Evaluations show a

	slight improvement for each goal on the designated tests. Staff evaluations are quite positive. Staff inservice is behind schedule.

Hill Elementary

Communications, Health, Self-Esteem, parent involvement	Communications test scores have not changed significantly yet. Health and self-esteem scores show only a slight improvement. Self-esteem activities appear to have improved the school climate.

C. District-Wide Needs, Constraints, Required Assistance

A continuing need identified throughout implementation has been the need to identify where our instructional practices can be improved and what steps we can take to bring about that improvement. Presently we feel our staff is unable to do this without outside assistance, direction and inservice. Also our student enrollment has declined so that our staff complement.... Building A has requested help to "improve school-community communications," and it is felt that some district-wide assistance would be appropriate at this point.

Mail or deliver two copies of the completed Educational Long Range Plan Mid-Point Progress Report to the Chief, Division of Educational Planning, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pa. 17126-0333.

APPENDIX E

FINAL EVALUATION REPORT GUIDELINES

LONG-RANGE PLANNING
FINAL EVALUATION REPORT INSTRUCTIONS

The last required step in Long-Range Planning is preparation and submission of a Final Evaluation Report to the Department of Education. In addition, an accepted Mid-Point Progress Report should have been completed and be on file in the Department. The Final Evaluation Report should be returned to the Department no later than September 30th of the last year of the LRP cycle. Assistance to complete the report is available from the PDE field representative, intermediate unit LRP coordinator and the LRP regional director in the Bureau of Educational Planning and Testing. Evaluation required is that specified in the original LRP with any approved modifications that occured during implemenation.

LRP Final Evaluation Report
Content Items and Optional Format

A. Major District-Wide Activities and Outcomes (LRP, Sections 1 - 5)

Describe, by LRP section, each of the major activities. Provide an evaluation of the outcomes of each activity. Include appropriate data-based evaluation. Indicate whether the objectives were achieved as planned, or whether acceptable progress was made.

B. Individual Building-Level Activities and Outcomes

By building, describe each priority goal and the major goal-related activities (LRP Section 1 only). Provide an evaluation of the outcomes of each activity using data-based evaluation wherever possible.

Indicate whether objectives were achieved at the building level as planned, or whether acceptable progress was made.

C. District-Wide Needs, Constraints and Implications for Next Long-Range Planning

Describe district-wide LRP-related needs revealed by the evaluation report. Include constraints encountered and implications for the next Long-Range Planning cycle and any additional related concerns.

D. District-Wide Staff and Community Involvement

Describe any activities taken to involve administration, faculty, students, and community members in the (1) preparation and (2) review of the Final Evaluation Report.*

*It is assumed that the district has records of all LRP announcements, meetings, participants and outcomes on file and available upon request.

Superintendent's Signature _____

Typed Name _____ Date _____

The Board of Directors of _____ has reviewed the final evaluation report.

Signature _____ (School Board President)

Typed Name _____ Date _____

Signature _____ (School Board Secretary)

Typed Name _____ Date _____

As Long-Range Planning field representative, I verify that the final evaluation report is complete as required.

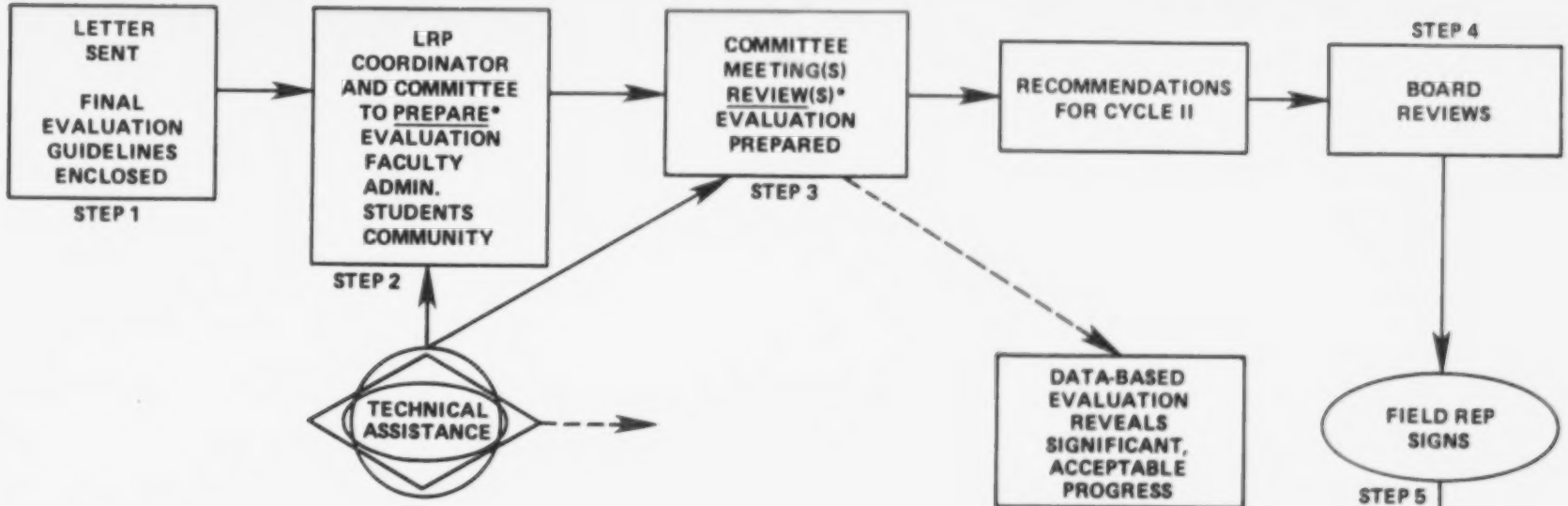
Signature _____

Typed Name _____ Date _____

Mail or deliver two copies of the completed Educational Long Range Final Evaluation Report to the Chief, Division of Educational Planning, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pa. 17126-0333.

PDE-3099 (8/84)

EDUCATIONAL LONG-RANGE PLANNING FINAL EVALUATION



POINTS

1. RECORDS TO BE KEPT OF PUBLIC AND STAFF PARTICIPATION.
2. FINAL EVALUATION AND REGISTRATION: SAME DATA IS REQUESTED.
*3. INCLUDES COMMITTEE OPTIONS TO (1) PREPARE, (2) REVIEW.
4. SUPT. AND BOARD DECIDE ON REGISTRATION OPTION.
5. CYCLE II INFORMATION IS OBTAINED.

LEA
FIELD REP
LONG RANGE PLANNING REGIONAL DIRECTOR
PDE
IU LRP COORDINATOR

October, 1984

APPENDIX F

LRP AND REGISTRATION

EDUCATIONAL LONG-RANGE PLANNING

REGISTRATION

- Narrative
- Content Items and Optional Format
- Questions and Answers
- Flow Chart

Bureau of Educational Planning and Testing
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

PDE-3101 (9/84)

EDUCATIONAL LONG-RANGE PLANNING REGISTRATION

Educational Long-Range Planning is cyclical on a five year timeline. It is designed to address major building-level and district-level activities and changes, all or most of which are expected to require substantial time to implement and evaluate.

The final, formal step in the Educational Long-Range Planning process is the evaluation of outcomes, using criteria consistent with the evaluation plans developed by the school district at the time of LRP preparation.

Registration is a special recognition of that final evaluation performed by all school districts. Registration is an optional phase of the LRP process. It indicates that a school district and all of its buildings (1) have been pre-registered (conducted an assessment of needs, developed action plans based on the assessment data), (2) have implemented the plans as developed (or as modified via locally-approved and Department-accepted substantial changes), (3) have submitted a Mid-Point Progress Report, (4) have evaluated the plan according to the design written into the action plans and determined through data-based evaluation that significant, acceptable growth has occurred and (5) have requested registration from the Department of Education. School districts may be registered at the end of the fifth year of the cycle.

The Registration Procedure. If registration is to be requested:

1. An agent of the school district should prepare a LRP final evaluation report on the items to be measured or completed as originally specified in the district's Educational Long-Range Plan action plans and the Guidelines for Final Evaluation. The agent may be the superintendent, LRP coordinator or other school district designee. The report should include data-based evaluation. Assistance in preparing the report may be sought from the long-range planning field representative and regional director, as well as from other long-range planning partners.

2. The LRP final evaluation report should be reviewed for data-based evidence of significant, acceptable growth by one or, if desired by the school district, both of the following:

   a. Internal Committee of the School District. If a school district wishes to use an internal committee, the committee should include members from the original LRP development groups (e.g., administrators, teachers, parents, students, citizens, school board members) and be representative of those groups and consist of an equal or greater number of individuals who are nonschool district employees.

   b. External Committee. The school district may choose to use a review committee made up of individuals who are not school district members. This committee may include staff from the Pennsylvania Department of Education, intermediate units, colleges and universities if desired. The school district also has the option of requesting the Long-Range Planning Regional Director to assist in the formation of this committee.

It is expected that the external committee would interact with members of the original LRP groups (or the internal committee if both internal and external committees are used) as part of the review of the prepared evaluation report.

3. The report of the review committee(s) should include the content items described below and should contain a statement signed by the participating committee members recommending that the school district be registered for its work toward satisfying the district priority goals.

4. The complete registration report, including a signed statement of acceptance by the school board, should be forwarded to the Department of Education via the long-range planning field representative for the school district.

5. Following review and acceptance by the Long-Range Planning Regional Director and the Secretary of Education, a notice of registration will be forwarded to the school district. If there is a need to clarify data or conclusions in the document before acceptance, requests for this information will be directed to the school district superintendent by the Long-Range Planning Regional Director.

COMPLIANCE WITH STATE LAWS, REGULATIONS AND STANDARDS CONTINUES TO BE IMPORTANT AND REQUIRES SCHOOL DISTRICT ADHERENCE. COMPLIANCE ISSUES, HOWEVER, ARE NOT THE FOCUS OF EDUCATIONAL LONG-RANGE PLANNING. FOR THIS REASON COMPLIANCE ISSUES WILL CONTINUE TO BE RESOLVED WITH THE APPROPRIATE PENNSYLVANIA DEPARTMENT OF EDUCATION OFFICES.

Mail or deliver two copies of the completed Educational Long Range Plan Registration-Review Committee Report/Request to the Chief, Division of Educational Planning, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pa. 17126-0333.

EDUCATIONAL LONG-RANGE PLANNING - REGISTRATION REVIEW COMMITTEE REPORT

The following information should be provided as part of the Review Committee's analysis of the school district Long-Range Planning Final Evaluation Report.

1. Committee Membership

   List each committee member's name, title, address and phone and indicate whether the committee(s) were internal or external.

2. Description of Procedure Used to Review the Attached LRP Evaluation Report

   Describe briefly the manner by which committee membership was determined. List meetings held and review procedures used and describe the processes used to reach agreement on recommending that registration be granted.

PDE-3101 (9/84)

3. Committee Summarization of Findings

Provide committee comment on the LRP Evaluation Report.

4. Planning Recommendations for the Next Educational Long-Range Planning Cycle

Provide committee comment.

5. Committee Statement Recommending School District Registration

A statement recommending that the school district be registered for its work toward satisfying the district's priority goals should be included and should be signed by participating committee members.

6. School Board Acceptance of Review Committee Report

The board of directors of _____ accepts the report of the LRP Review Committee(s) and requests that the district be registered as an Educational Long-Range Planning District.

Signature: _____ Date: _____
(School Board President)

Typed Name: _____

Signature: _____ Date: _____
(School Board Secretary)

Typed Name: _____

Signatue: _____ Date: _____
(Superintendent

Typed Name: _____

Field Representative's Comment

As long-range planning field representative for this district, I verify that this registration report meets the criteria established for LRP registration.

Signature: _____ Date: _____

Typed Name: _____

PDE-3101 (9/84)

EDUCATIONAL LONG-RANGE PLANNING REGISTRATION

December 1984

Questions and Answers

Registration is described in the document, Educational Long-Range Planning - Registration prepared by the Pennsylvania Department of Education and includes all procedures and assurances required in order to become registered as an Educational Long-Range Planning district.

Certain common questions about the process of registration continue to be directed to the Department of Education. Educational Long-Range Planning Registration - Questions and Answers was prepared to address those questions and to serve as further clarification of the process of registration.

If school district staff require additional assistance to clarify the registration process, they are encouraged to consult their field representative, long-range planning regional director, or to write or phone:

Bureau of Educational Planning and Testing
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Telephone: (717) 783-2862

Q. Must a school district evaluate their Educational Long-Range Plan if they choose not to seek registration?

A. Yes. All Long-Range Plans will need to be evaluated at the mid-point and at completion of implementation, with or without registration. (See Appendix D of Guidelines and Instructions)

Q. How is registration different from the evaluation required of all Educational Long-Range Plans?

A. Registration differs from the final regular LRP evaluation because it outlines a specific review process to be followed, suggests individuals who might be included, describes local assurances necessary to obtain registration from the Department and is forwarded to the Department. It is expected, however, that LRP implementation and evaluation efforts of all school districts will represent the maximum effort to improve schools, whether or not registration is sought.

Q. Will registration require school districts to establish evaluation processes different from those included in the original LRP?

A. Registration is evaluation of the LRP based on the original LRP evaluation plan. Modifications made by the school district during implementation or mid-point reporting would be included, naturally. Registration does not mean a new plan will need to be created for evaluation. However, it is expected that schools will only request registration if their final evaluation report shows significant, acceptable growth.

Q. Will original developers of the LRP have an opportunity to participate in obtaining registration for the school district?

A. It is expected that many of the individuals who helped to prepare the LRP will be part of the internal committee a school district may choose to review the evaluation report. If the option to use an external committee is chosen by the school district, it is expected, that the external committee members would interact with many of the original LRP developers as part of the review of the evaluation report.

Q. Can intermediate unit evaluation programs help in the registration process?

A. Intermediate units may be asked to assist in the registration process as part of the external committee review option (see page 2). However, the evaluation process would need to be based on the LRP evaluation plan as prepared by the school district and the school district would need to have already completed its final evaluation report. Intermediate unit assistance would, of course, have to be established by mutual agreement between the school district and the intermediate unit.

Q. Must school districts use both an internal and external committee to review the LRP evaluation report?

A. No. School districts may choose to use an internal committee or an external committee. For those school districts that want to do so, both an internal and external committee may be established to review the report.

Q. If a school district conducts a thorough evaluation as planned in the original LRP, why can't some of the information be used for the next long-range planning cycle?

A. It can. The final evaluation report used in the registration process includes a provision asking schools to describe their LRP - related constraints as well as implications for the next cycle of long-range planning. It is expected that the information obtained during the evaluation process will be useful in the needs assessment and planning of the next Educational Long-Range Plan.

Q. School boards are required to sign the registration request for the school district. Does this obligate them to enact all of the recommendations included in the registration report during the next planning cycle?

A. The school board accepts the review committee report as part of the registration process. Recommendations and constraints in the report would naturally be a resource in the needs assessment process of the next Long-Range Planning cycle.

Q. Is long-range planning registration based upon school district compliance with all existing regulations?

A. Compliance is legally required of school districts and is important to the educational program. However, compliance matters are handled by offices in the Department of Education other than the Bureau of Educational Planning and Testing. While compliance concerns are important, they are not the focus of Long-Range Planning. Registration is based upon planning, implementation and evaluation activities in the school district, as described in the document LRP Guidelines and Instructions.

Q. Must all objectives be achieved by a school district for registration to occur, or may something less than total achievement of objectives be considered when requesting registration?

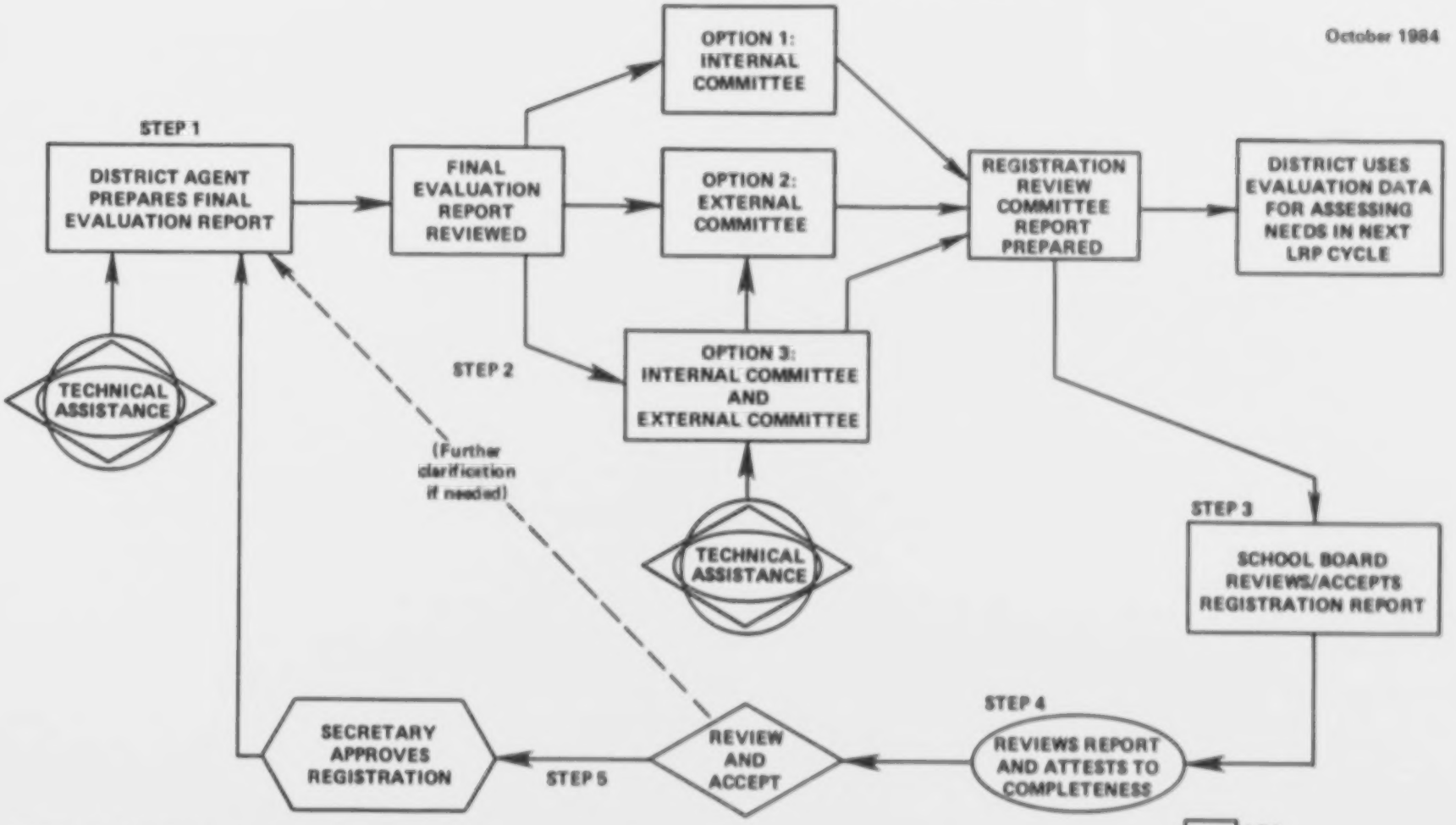
A. The objectives of Educational Long-Range Planning and the processes to evaluate and determine the success of the school district in achieving those objectives are established at the local level. The decision as to whether or not the progress made during implementation warrants applying for registration should also be determined locally.

Q. Why is registration expected to be requested during the fifth year of the Educational Long-Range Planning cycle?

A. The Educational Long-Range Planning process is based upon a five year cycle, which includes the time needed for plan preparation. The scope of activities undertaken and evaluated need to be designed to accommodate this time framework. Consequently, it is expected that the planned improvements will require the full amount of time suggested for implementation before significant final evaluation can occur.

EDUCATIONAL LONG-RANGE PLANNING REGISTRATION

October 1984


STEP 1
DISTRICT AGENT PREPARES FINAL EVALUATION REPORT
FINAL EVALUATION REPORT REVIEWED
OPTION 1: INTERNAL COMMITTEE
OPTION 2: EXTERNAL COMMITTEE
OPTION 3: INTERNAL COMMITTEE AND EXTERNAL COMMITTEE
STEP 2
REGISTRATION REVIEW COMMITTEE REPORT PREPARED
DISTRICT USES EVALUATION DATA FOR ASSESSING NEEDS IN NEXT LRP CYCLE
TECHNICAL ASSISTANCE
TECHNICAL ASSISTANCE
(Further clarification if needed)
STEP 3
SCHOOL BOARD REVIEWS/ACCEPTS REGISTRATION REPORT
STEP 4
REVIEWS REPORT AND ATTESTS TO COMPLETENESS
REVIEW AND ACCEPT
STEP 5
SECRETARY APPROVES REGISTRATION

STEP 1: School district agent prepares Final Evaluation Report evaluating LRP. Data-based acceptable growth is documented.

STEP 2: Final evaluation report is reviewed by committee(s) established by the school district using one of three options, and a Registration Review Committee report is prepared.

STEP 3: School board reviews and accepts Registration Review Committee report.

STEP 4: PDE field representative reviews the accepted report and delivers it to Long-Range Planning Regional Director.

STEP 5: PDE reviews the report and approves registration.

LEA

FIELD REP

LONG RANGE PLANNING REGIONAL DIRECTOR

PDE

IU LRP COORDINATOR

APPENDIX G

REPORTING REQUIREMENTS

Reporting Requirements

Copies Required

Two copies of the board-approved plan should be submitted with a signed transmittal form (Appendix C) from the PDE field representative to the Bureau of Educational Planning and Testing, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333. The PDE field representative's signature on the transmittal letter signifies that the plan is complete. One information copy should be sent to the Intermediate Unit.

Technical Assistance Available

Technical assistance is available to you through your Regional Director, PDE Field Representative, IU Advisor and IHE Coordinator(s). Contact the Bureau of Educational Planning and Testing (717) 783-2862 for additional information about technical assistance.

Legal Basis For Long-Range Planning

Chapter V Curriculum Regulations

§5.3 Definitions

Long-Range Plan (LRP) - A plan, based on the Goals of Quality Education and educational quality assessment, for directing resources toward the improvement of educational programs and services, school management, and student achievement. The LRP planning process includes needs assessment, development of action plans, implementation planning, and evaluation in the following areas: educational programs and services (curriculum and instruction), school management, personnel development, community and staff involvement, use of nondistrict resources.

§5.13 Educational planning and assessment.

(a) Once every 5 years, every school district and area vocational-technical school shall submit to the Department a LRP according to criteria established by the Secretary for the plan itself and the planning process. Once the LRP has been submitted to the Department, changes to it submitted by a representative of the school entity must have the prior approval of the school entity's board of directors.

(1) The development of the plan shall include, but not be limited to, the participation of administrators, school personnel, teachers, students, parents of school age children, and members of the community.

(2) The LRP shall include a scheduling plan which will permit a student's participation in an area vocational technical school program and be able to meet mandated graduation requirements under §5.5 (relating to graduation requirements).

When appropriate for the purpose of graduation, this plan should utilize §5.12 (relating to exceptions).

(3) The LRP and the curriculum it contains shall be available for public inspection at the district's central office.

(d) The LRP shall include evidence that each of the Goals of Quality Education and their learning objectives are addressed in the planned courses required and the planned courses offered by the school entity for all students.